



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 10/30/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to, school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Coquille School District: Coquille Valley Elementary School
Key Contact Person for this Plan	Geoff Wetherell
Phone Number of this Person	541-396-2914
Email Address of this Person	gwetherell@coquille.k12.or.us
Sectors and position titles of those who informed the plan	Tim Sweeney, superintendent Geoff Wetherell, principal Maureen March, vice principal Director of special programs, transportation, maintenance, food service
Local public health office(s) or officers(s)	Coos County Public Health
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Geoff Wetherell
Intended Effective Dates for this Plan	August 2020 – June 2021

¹ For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.

² For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

³ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

ESD Region	
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2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

Coquille School District asked all parents to complete a survey regarding the 2020/2021 school year. While families are concerned for the health and safety of their students, the majority want them back at school. Students experiencing poverty need access to meals. Working families need safe places for their children. Several surveys revealed that the stress of Distance Learning in the spring was too great for households. Families of students experiencing disability are anxious for them to receive support services in person. All of these factors were considered in our decision to adopt a Hybrid Learning model.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning

☒ Hybrid Learning

☐ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-19 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 17, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning. For Private Schools, completing this section is optional (not required). Schools providing On-Site or Hybrid Instructional Models do not need to complete this section.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In completing this portion of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. [Here is a link to the overview of CDL Requirements](#). Please name any requirements you need ODE to review for any possible flexibility or waiver.

Describe the school's plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

This section must be completed by any school that is providing instruction through On-Site or Hybrid Instructional Models.

Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section unless the school is implementing the Limited In-Person Instruction provision under the Comprehensive Distance Learning guidance.



0. Health Metrics for Returning to In-Person Instruction

OPERATING WITHIN THE GENERAL METRICS

- ☐ The school meets eligibility for the "Safe Harbor Clause" as they were operating with in-person instruction in compliance with previous metrics, including under any prior exceptions. *Unless operating under an exception in section 0d of the **Ready Schools, Safe Learners** guidance, if the school is located in a county with metrics in the "Distance Learning" column of the metrics chart, then the school must transition to distance learning by January 4, 2021.*
- X ☒ The school currently meets the General Metrics to successfully reopen for in-person instruction in an On-Site or Hybrid (On-Site and Distance Learning) model. *If this box cannot yet be checked, the school must return to Comprehensive Distance Learning but may be able to provide some in-person instruction through the exceptions noted below.*

EXCEPTIONS FOR SPECIFIC IN-PERSON INSTRUCTION WHERE REQUIRED CONDITIONS ARE MET

- ☐ The school currently meets the criteria required to provide limited in-person instruction (LIPI) for specific groups of students (see section 0d(1) of the **Ready Schools, Safe Learners** guidance).
- ☐ The school is small and remote (enrollment ≤ 75) and the LPHA has established that the school currently meets the criteria required for small remote schools (see section 0d(2) of the **Ready Schools, Safe Learners** guidance).
- ☐ The school currently meets the conditions required for to provide in-person instruction under the low population density, large population county exception (see section 0d(3) of the **Ready Schools, Safe Learners** guidance).
- ☐ The school is eligible for an emergency waiver for in-person instruction due to the impact of wildfires (see section 0d(4) of the **Ready Schools, Safe Learners** guidance).



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting.	Signs Promote good hygiene: handwashing, face masks/shields Hand sanitizers throughout building Social distancing Large shields at office area Staff and student training Communicate protocols with families Work with school nurse to develop safety protocols
<input type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. Examples are located in the Oregon School Nurses Association (OSNA) COVID-19 Toolkit .	Posted on Coquille School District website.
<input type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.	Geoff Wetherell, Principal
<input type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.	Students will be visually screened by a trained staff member for cough, fever, chills, shortness of breath, and difficulty breathing. Families can share a student's health status if the student is unable to do so. Students will follow hygiene procedures upon entering the building.
<input type="checkbox"/> Process and procedures established to train all staff in sections 1 - 3 of the Ready Schools, Safe Learners guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.	Students exhibiting or complaining of symptoms will be placed in the isolation room. The predetermined isolation room (locker room) includes adequate space for the sick individual and a staff member to be six feet apart. Room includes masks, gown, gloves and other PPE to maintain safety. The school nurse or other staff will notify family and the local health authority if needed. Students will remain in the isolation room until a determination is made.
<input type="checkbox"/> Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff.	Seating charts and entrance/exit routes with logs will exist for each cohort. Logs will be submitted to the office and filed daily.
<input type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.	Daily logs will be completed by supervising staff of each cohort. Classified staff will complete daily logs when students are outside of the classroom cohort. All logs will be submitted to the office and kept on file.
<input type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students.	In addition to personal logs, itinerant staff must:
<input type="checkbox"/> Protocol to cooperate with the LPHA recommendations.	1. Sign in at the building log on the white table in the main lobby at CVE.
<input type="checkbox"/> Provide all logs and information to the LPHA in a timely manner.	2. Each classroom has a contact log located inside the doorway. While you are at the door, ask for the student you need to see. The teacher will sign the student out, including the location destination and time out.
<input type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the Ready Schools, Safe Learners guidance).	3. When the itinerant enters the space where they will be working with the student, they will sign in to the log located in that space noting the time.
<input type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others.	4. Clean your space, making sure to sanitize hands.
<input type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the Ready Schools, Safe Learners guidance).	5. When the itinerant is finished working with the student, the itinerant will sign both themselves and the student out of the location with times and destination location.
<input type="checkbox"/> Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit .	6. Clean out of your space. When the student returns to the classroom, the teacher will sign the student back in, including destination and time, and have them sanitize their hands.
<ul style="list-style-type: none"> • If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the Ready Schools, Safe Learners guidance), the daily log may be maintained for the cohort. • If a student(s) is not part of a stable cohort, then an individual student log must be maintained. 	7. Sign out of the building log when leaving.
<input type="checkbox"/> Required components of individual daily student/cohort logs include:	
<ul style="list-style-type: none"> • Child's name • Drop off/pick up time • Parent/guardian name and emergency contact information • All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student 	

<input type="checkbox"/> Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.	<p>Each week, the principal's secretary sends information to the superintendent, which in return is submitted to ODE.</p>
<input type="checkbox"/> Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.	
<input type="checkbox"/> Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.	
<input type="checkbox"/> Designate a staff member and process to ensure that the school provides updated information regarding current instructional models and student counts and reports these data in ODE's COVID-19 Weekly School Status system.	
<input type="checkbox"/> Protocol to respond to potential outbreaks (see section 3 of the <i>Ready Schools, Safe Learners</i> guidance).	

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.	<p>Students- in high-risk populations will receive options for attending school on site, through a distance learning model, or a combination of both. Students in high-risk populations on site will be closely monitored.</p>
Medically Fragile, Complex and Nursing-Dependent Student Requirements	<p>The school nurse will conduct a review of all IEPs and 504 plans that address medical needs. The nurse will screen to determine if possible supports may be needed, and/or bring them to the IEP or 504 plan teams.</p>
<input type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services: <ol style="list-style-type: none"> 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. 	<p>The school nurse, and members of planning teams will meet to address the needs of individual students.</p>
<input type="checkbox"/> Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law: <ul style="list-style-type: none"> • Communicate with parents and health care providers to determine return to school status and current needs of the student. • Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. • Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. • The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association. • Service provision should consider health and safety as well as legal standards. 	<p>Staff- will identify as vulnerable or part of a vulnerable household will report to their union first. The Certified Union will then report staff members to the Human Resources Department. All leave options will be considered for the employee. Classified employees will report directly to the Human Resources Department and all leave options will be considered for the employee.</p>

<ul style="list-style-type: none"> • Appropriate medical-grade personal protective equipment (PPE) should be made available to <u>nurses and other health providers</u>. • Work with an interdisciplinary team to meet requirements of ADA and FAPE. • High-risk individuals may meet criteria for exclusion during a local health crisis. • Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> ○ U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020. ○ ODE guidance updates for Special Education. Example from March 11, 2020. ○ OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education.' ○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion. 	
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1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. <u>This also applies for professional development and staff gatherings.</u>	Measuring spaces and calculated usable space has determined a capacity for each room in the building. Capacity signs will be posted outside of each room, along with the count of people currently occupying the space. Furniture, seating, and plexiglass will be arranged to maintain 35 square feet per person. Professional development and staff gatherings will be conducted virtually whenever possible. All in-person meetings with staff will strictly adhere to capacity restrictions.
<input type="checkbox"/> Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.	Students will remain in one learning space for most daily activities, including instruction and meals. During recess, students and staff on the playground will be assigned designated areas that allow for social distancing, and maintain the integrity of cohorts.
<input type="checkbox"/> Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.	All common traffic areas in the building will be marked with arrows for one-way traffic flow, and markers to maintain social distance. Cohorts will move locations only when necessary, and will use outside routes when possible.
<input type="checkbox"/> Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).	Cohorts will be one half of a regular classroom. A cohort will attend class in person for one week, and then attend remotely from another location inside the building or from home. Transition times will be staggered, and routes predetermined to avoid contact. Students will be entering and exiting the buildings closest to their assigned learning space. Lockers and personal hooks in the hallway will not be used.
<input type="checkbox"/> Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.	As a PBIS school, our positive behavior support system is already in place. Students will be rewarded for positive behavior, including those who maintain physical distancing requirements. Additional behavior supports (Tier II, Tier III) will be implemented for students, such as CICOs, when needed.
<input type="checkbox"/> <u>Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.</u>	Staff meetings will occur in person within spaces that allow for capacity, and maintain social distancing. Meetings will be web-based (Google Meet) whenever possible. All conferences with families will be restricted to phone or web-based platforms (Google Meet, Zoom, etc.).

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Where feasible, establish stable cohorts: groups shall be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <ul style="list-style-type: none"> The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. <input type="checkbox"/> Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools must plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. Cohorts may change week-to-week, but must be stable within the educational week. <input type="checkbox"/> Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. <input type="checkbox"/> Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. <input type="checkbox"/> Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers. <input type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	<p>Student cohorts within the school will not exceed the determined capacities of spaces in the building. Once established, cohorts will remain as stable as possible.</p> <p>All 2nd and 3rd grade students will be grouped in a classroom cohort A or B, which will remain constant. 4th, 5th, and 6th graders will be grouped in AM and PM cohorts, which will remain constant. Students with additional supports (intervention, SPED services) who require pull-out services will be placed in additional stable cohorts. Many of our students will be in transportation cohorts. Students will participate in as few cohorts as possible. No cohort changes will be made until a district-wide week-long on-site instructional break, which have been scheduled throughout the school year.</p> <p>Seating charts and entrance/exit routes with logs will exist for each cohort. Daily logs will be completed by supervising staff of each cohort. Daily logs will be submitted to the office.</p> <p>Students will remain in one learning space for most daily activities, including instruction and meals. During recess, students and staff on the playground will be assigned designated areas for their cohort that allow for social distancing, and maintain the integrity of cohorts. Transition times will be staggered, and routes of cohorts predetermined to avoid contact. Students will be entering and exiting the buildings closest to their assigned learning space. Cohorts will move locations only when necessary, and will use outside routes when possible. Students in different cohorts will not access any restroom simultaneously.</p> <p>Every effort will be made to limit the use of common surfaces (leaving the door open to avoid touching the handle, not sharing work spaces, eliminating “common areas” in learning spaces). Staff will wipe surfaces after each student use.</p> <p>To the extent possible, students receiving support beyond core instruction (e.g., Title Services, Special Education and Related Services) will receive these supports within their grade band cohort.</p> <p>Staff will wash their hands, or use approved alcohol-based hand sanitizer or its equivalent upon entering any learning space.</p>

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. <input type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19. <ul style="list-style-type: none"> The definition of exposure is being within 6 feet of a person who has COVID-19 for at least 15 cumulative minutes in a day. <input type="checkbox"/> Develop protocols for communicating immediately with staff, families, and the school community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. <input type="checkbox"/> Provide all information in languages and formats accessible to the school community.	<p>Develop a return to work protocol.</p> <p>Letter to staff</p> <p>Letter to families</p> <p>Share protocols on School District Website</p> <p>Principal will email an update to staff about infection control measures once per month.</p> <p>Staff members have been trained that an exposure is now considered contact within six feet of a person diagnosed as positive for COVID-19 for at least 15 minutes cumulative in a day.</p>

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows:</p> <ul style="list-style-type: none"> • Primary symptoms of concern: cough, fever (temperature of 100.4°F or higher) or chills, shortness of breath, difficulty breathing, or new loss of taste or smell. • Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, new nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. • In addition to COVID-19 symptoms, students must be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-11 of OHA/ODE Communicable Disease Guidance for Schools. • Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face (lighter skin); greyish lips or face (darker skin) ○ Other severe symptoms <p><input type="checkbox"/> Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health.</p> <ul style="list-style-type: none"> • Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the Ready Schools, Safe Learners guidance) and sent home as soon as possible. See table "Planning for COVID-19 Scenarios in Schools." • Additional guidance for nurses and health staff. <p><input type="checkbox"/> Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See table "Planning for COVID-19 Scenarios in Schools."</p> <p><input type="checkbox"/> Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication must be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.</p> <p><input type="checkbox"/> Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</p>	<p>CVE is closed to the general public.</p> <p>If a visitor needs access to the building, they will have to be screened at the covered front entrance area before entering. The designated screener will meet with the visitor outside the entrance and must give approval before that person may enter.</p> <p>If a CVE staff member is interacting with any member of the general public, the staff member will use social distancing measures whenever possible and will wear a mask or face shield.</p> <p>The screener will:</p> <ul style="list-style-type: none"> Complete a visual screen. Ask visitor screening questions. <p>If someone is demonstrating symptoms or reports that they could be ill, inform them they are unfortunately unable to enter the building.</p> <p>The screener must complete the contact log and fill out all spaces provided. The screener will direct the visitor to utilize hand sanitizer available at the covered front entrance area before entrance. Visitors must wear masks or face shields at all times in the building. Children younger than five years old are not required to wear a mask. People who have specific conditions that prevent them from wearing masks do not have to wear them.</p> <p>Students will enter the building at the east doors closest to their assigned classrooms. All staff and students will use an approved alcohol-based hand sanitizer or its equivalent upon entering their classrooms.</p>

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Restrict non-essential visitors/volunteers.</p> <ul style="list-style-type: none"> • Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. • Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. <p><input type="checkbox"/> Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See table "Planning for COVID-19 Scenarios in Schools."</p> <p><input type="checkbox"/> Visitors/volunteers must wash or sanitize their hands upon entry and exit.</p> <p><input type="checkbox"/> Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.</p>	<p>Visitors and volunteers are not permitted inside the building. Vendors/essential visitors that must access the building will be required to wash or sanitize hands, wear face coverings, and be screened for symptoms by office staff.</p>

1h. FACE COVERINGS, FACE SHIELDS, AND CLEAR PLASTIC BARRIERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices. Face shields are an acceptable alternative when a person has a medical condition that prevents them from wearing a mask or face covering, when people need to see mouth and tongue motions in order to communicate, or when an individual is speaking to an audience for a short period of time and clear communication is otherwise not possible.</p> <p><input type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings. Face shields are an acceptable alternative when a student has a medical condition that prevents them from wearing a mask or face covering, or when people need to see the student's mouth and tongue motions in order to communicate.</p> <p><input type="checkbox"/> Face coverings should be worn both indoors and outdoors, including during outdoor recess.</p> <p><input type="checkbox"/> Group mask breaks" or "full classroom mask breaks" are not allowed. If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:</p> <ul style="list-style-type: none"> • Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute "sensory break;" <ul style="list-style-type: none"> ○ Students must not be left alone or unsupervised; ○ Designated area or chair must be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use; • Provide additional instructional supports to effectively wear a face covering; • Provide students adequate support to re-engage in safely wearing a face covering; • Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day. <p><input type="checkbox"/> Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses shall also wear appropriate Personal Protective Equipment (PPE) for their role.</p> <ul style="list-style-type: none"> • Additional guidance for nurses and health staff. <p>Protections under the ADA or IDEA:</p> <p><input type="checkbox"/> If any student requires an accommodation to meet the requirement for face coverings, districts and schools must limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:</p> <ul style="list-style-type: none"> • Offering different types of face coverings and face shields that may meet the needs of the student. • Spaces away from peers while the face covering is removed; students must not be left alone or unsupervised. • Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease. • Additional instructional supports to effectively wear a face covering. <p><input type="checkbox"/> For students with existing medical conditions and a physician's orders to not wear face coverings, or other health related concerns, schools/districts must not deny any in-person instruction.</p> <p><input type="checkbox"/> Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020, or the</p>	<p>Facial Shields Facial shields are required and will be provided for:</p> <ul style="list-style-type: none"> • Bus drivers - Shield must be in use when stopped but can be lifted while driving. When not using face shield, driver should be wearing an alternative face covering. <p>Protective Barriers or face shields</p> <ul style="list-style-type: none"> • Front office staff • Speech Language Pathologists Facial Coverings Facial coverings are not synonymous with facemasks. <p>Facial coverings are required and will be provided for:</p> <ul style="list-style-type: none"> • Child Nutrition Program staff <p>Facial coverings are required for:</p> <ul style="list-style-type: none"> • Staff providing 1:1 student support • OT, PT, staff supporting personal care, staff where direction requires direct physical contact <ul style="list-style-type: none"> • Nurses or designated health services providers when administering medication or providing direct services Facial coverings are strongly encouraged for staff moving throughout campus, including but not limited to: <ul style="list-style-type: none"> • Art teacher • PE Teachers • Counselors • Title 1/Special Education staff • Front Office Staff when working in areas other than the front office • Administration Facial coverings are recommended for: • All staff Facial covering are NOT recommended for: <ul style="list-style-type: none"> • Children under the age of 12; • Children of any age should not wear a face covering: If they have a medical condition that makes it difficult for them to breathe with a face covering; If they experience a disability that prevents them from wearing a face covering; They are unable to remove the face covering independently; or While sleeping. • Face coverings cannot be required for use by children and should never prohibit or prevent access to instruction or activities <p>All students and staff wear approved face coverings. Students may take mask breaks individually in spaces away from peers while outside, and in specific mask break areas in the classroom.</p>

current plan in effect for the student if appropriately developed after March of 2020.

- If a student eligible for, or receiving services under a 504/IEP, **cannot** wear a face covering due to the nature of the disability, the school or district must:
 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments.
 2. Not make placement determinations solely on the inability to wear a face covering.
 3. Include updates to accommodations and modifications to support students in plans.
- For students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:
 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan.
 2. The team must determine that the disability is not prohibiting the student from meeting the requirement.
 - If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,
 - If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning.
 3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.
- ☐ For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.
- ☐ If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools shall work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day. <input type="checkbox"/> Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. <ul style="list-style-type: none"> ● Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet 	<p>The predetermined isolation room at CVE will be the locker-room. This will provide adequate space for the sick individual and a staff member to be six feet apart. Room includes masks, gown, gloves and other PPE to maintain safety. The school nurse or other staff will notify family and the local health authority if needed. Students will remain in the isolation room until a determination is made.</p> <ul style="list-style-type: none"> ● Each school principal (or designee) will connect weekly with the nurse on updates for plan and isolation measures taken to that point. ● All students who become ill at school will remain at school supervised by staff until parents can pick them up in the designated isolation area.

<p>distance is maintained. Do not assume they have the same illness.</p> <ul style="list-style-type: none"> • Consider required physical arrangements to reduce risk of disease transmission. • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. • Additional guidance for nurses and health staff for providing care to students with complex needs. <p><input type="checkbox"/> Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.</p> <ul style="list-style-type: none"> • School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) must wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual must be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands shall be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. • If able to do so safely, a symptomatic individual shall wear a face covering. • To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. <p><input type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.</p> <p><input type="checkbox"/> Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in "Planning for COVID-19 Scenarios in Schools."</p> <p><input type="checkbox"/> Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).</p> <p><input type="checkbox"/> Record and monitor the students and staff being isolated or sent home for the LPHA review.</p>	<p>Students will be provided a facial covering (if they can safely wear one). Staff should wear a facial covering and maintain physical distancing, but never leave a child unattended.</p> <ul style="list-style-type: none"> • While exercising caution to maintain safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and disposition so as not to unduly worry a student or family. • Staff will maintain student confidentiality as appropriate. • Daily logs must be maintained containing the following: Name of students sent home for illness, cause of illness, time of onset; and Name of students visiting the office for illness symptoms, even if not sent home. • Staff and students with known or suspected COVID-19, or displaying COVID-19 symptoms per current OHA guidance, CDC guidance, or LPHA guidance, cannot remain at school and should return only after their symptoms resolve and they are physically ready to return to school. In no case can they return before: the passage of 14 calendar days after exposure; and symptoms are improving.
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2. Facilities and School Operations

Some activities and areas will have a higher risk for spread (e.g., band, choir, science labs, locker rooms). When engaging in these activities within the school setting, schools will need to consider additional physical distancing or conduct the activities outside (where feasible). Additionally, schools should consider sharing explicit risk statements for instructional and extra-curricular activities requiring additional considerations (see section 5f of the **Ready Schools, Safe Learners** guidance).

2a. ENROLLMENT

(Note: Section 2a does not apply to private schools.)

OHA/ODE Requirements

Hybrid/Onsite Plan

<ul style="list-style-type: none"> <input type="checkbox"/> Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. <input type="checkbox"/> The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students: <ul style="list-style-type: none"> • The ADM enrollment date for a student is the first day of the student's actual attendance. • A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year. • If a student does not attend during the first 10 session days of school, the student's ADM enrollment date must reflect the student's actual first day of attendance. • Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM. <input type="checkbox"/> If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended. <input type="checkbox"/> When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll. <input type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns. <input type="checkbox"/> When a student has a pre-excused absence or COVID-19 absence, the school district must reach out to offer support at least weekly until the student has resumed their education. <input type="checkbox"/> When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting. 	<p>All students will be enrolled following the ODE guidelines.</p> <p>Students will not be dropped for being identified as high-risk, or displaying COVID-19 symptoms for 10 days or longer.</p> <p>Students who do not attend in person will be required to engage daily. Evidence of engagement includes phone calls, submission of assignments, two-way exchanges via text/Dojo/email, or joining video streaming to classrooms. Evidence of engagement will count as present for a school day.</p> <p>CVE teachers and office staff continue to attempt to engage students and families who are chronically absent. Contact is attempted at least once per week.</p>
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2b. ATTENDANCE

(Note: Section 2b does not apply to private schools.)

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). <input type="checkbox"/> Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). <input type="checkbox"/> Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present. <input type="checkbox"/> Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance. 	<p>Staff will continue to follow normal reporting policy using Tyler 360/SIS for students attending in person. Students who do not attend in person will be required to engage daily. Evidence of engagement includes phone calls, submission of assignments, two-way exchanges via text/Dojo/email, or joining video streaming to classrooms. Normal reporting policies will be used for hybrid students on their designated days/weeks/times of on-site learning. The engagement procedures for students not attending in person will be used for hybrid students on their designated days/weeks/times of off-site learning.</p> <p>Attendance and participation expectations will be communicated to families in writing, and available on the CVE website. The expectations will also be communicated by teachers in various modes (phone calls, emails, Dojo messages, etc.) frequently throughout the school year.</p>

- ☐ Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements. 	<ul style="list-style-type: none"> ● Conduct family technology and connectivity survey ● Inventory district technology and internet connectivity resources ● Plan for technology support and replacement, including budget ● Develop health protocols

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Handwashing: All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer. <input type="checkbox"/> Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. <input type="checkbox"/> Events: Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. <input type="checkbox"/> Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. <input type="checkbox"/> Personal Property: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use shall be limited to the item owner. 	<ul style="list-style-type: none"> ● Handwashing: Students and staff will be advised to wash hands regularly. These times include, and are not limited to: <ul style="list-style-type: none"> ○ before and after using the restroom ○ before entering and upon exiting a learning environment ○ before and after eating ○ before and after accessing the playground ○ after using tissues ● Equipment: All classroom supplies and PE equipment will be cleaned and sanitized before use of another student or cohort group. ● Events: Field trips and other school-wide events that involve large gatherings are cancelled until state guidance is changed to permit them. Virtual assemblies and other events will be scheduled and conducted through Google Meet. ● Transitions/Hallways: All common traffic areas in the building will be marked with arrows for one-way traffic flow, and markers to maintain social distance. Cohorts will move locations only when necessary, and will use outside routes when possible. Transition times will be staggered, and routes predetermined to avoid contact. ● Personal Property: Students will keep all of their personal belongings in their bags. When they move to a new location, their bags will stay in their primary learning space. All student materials for learning (supplies, Chromebooks, workbooks, etc.) will remain in bags when not in use.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. <input type="checkbox"/> Create schedule(s) and communicate staggered arrival and/or dismissal times. <input type="checkbox"/> Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. 	<p>Arrival- Students will arrive by bus, by personal vehicle, by walking, or by biking. Upon arrival, students will navigate to the east side entrance door of their grade level hallway. There they will be screened (see description of screening process below) and directed to their classroom using social distancing measures. Students will keep their backpacks with them and will take them from room to room. They will keep all of their personal belongings in their bags. When they move to a new location, their bags will stay in their primary learning space. Markers will be placed on the ground to designate safe 6 foot distancing. When students enter the building, they will promptly enter their designated classroom and use the hand sanitizer provided at the doorway dispenser we have in each classroom.</p>

<ul style="list-style-type: none"> • Eliminate shared pen and paper sign-in/sign-out sheets. • Ensure hand sanitizer is available if signing children in or out on an electronic device. <p><input type="checkbox"/> Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.</p>	<p>Screening students- A visual screen of each student will take place before entering the building, screening for cough, fever, chills, shortness of breath, or difficulty breathing. Parents and guardians may share the health status of the student if the student is unable to do so. Students arriving to school later than their peers will enter the main doors and will be screened at that location before they are allowed entrance.</p> <p>Dismissal- Each bus will let the office know when they are about to arrive. The office will announce what bus has arrived. The bus cohort will then leave the classroom, right after sanitizing their hands on the way out. With their bags, they will load onto the bus, keeping social distancing parameters to the extent possible. Intermediate students who walk/ride bikes home will be excused five minutes before the first buses arrive. They will exit the side doors closest to their classroom location. For students who get picked up by a private vehicle, students will sit in the main lobby waiting for their ride, practicing social distancing to the extent possible.</p>
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2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Seating: Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times.</p> <p><input type="checkbox"/> Materials: Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff.</p> <p><input type="checkbox"/> Handwashing: Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues shall be disposed of in a garbage can, then hands washed or sanitized immediately.</p> <ul style="list-style-type: none"> • Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. 	<ul style="list-style-type: none"> • Seating: All learning spaces have been arranged to allow 35 square feet, and maintain six feet between all individuals. Seating charts will be created and implemented, so that students remain in the same seat. Seating charts will be submitted with daily logs to assist in contact tracing. • Materials: Students will keep all of their materials and personal belongings in their bags. When they move to a new location, their bags will stay in their primary learning space. All student materials for learning (supplies, Chromebooks, workbooks, etc.) will remain in bags when not in use. Materials that cannot be kept by individual students (additional Chromebooks, other teacher materials) will be cleaned after each use. Hand sanitizer and tissues are available in every learning space. • Handwashing: Visual and verbal reminders will be used to promote hand hygiene and respiratory etiquette, specifically covering coughs and sneezes with elbows or tissues. Students and staff will be advised to wash hands regularly. This includes after using tissues. Hand sanitizer or sinks for handwashing are provided in every learning space.

2g. PLAYGROUNDS, FIELDS, RECESS, BREAKS, AND RESTROOMS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations).</p> <p><input type="checkbox"/> After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff.</p> <p><input type="checkbox"/> Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol.</p> <p><input type="checkbox"/> Designate playground and shared equipment solely for the use of one cohort at a time. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment (balls, jump ropes, etc.) should be cleaned and disinfected at least daily in accordance with CDC guidance.</p>	<p>CVE is closed to the general public. This includes the playground, blacktop/basketball hoops, covered play area, and lower field..</p> <p>Students and staff will be required to wash hands after using the restroom.</p> <p>Students will use approved alcohol-based hand sanitizer when leaving learning spaces and transitioning to the playground. Students will use hand sanitizer when they return to learning environments from the playground.</p> <p>Each classroom cohort will have a set of playground equipment that will be disinfected after each use. Cohorts will be assigned specific areas on the playground that will be cleaned after each use.</p>

<input type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements. <input type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). <input type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts. <input type="checkbox"/> Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance . <input type="checkbox"/> Limit staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults.	<p>(See section 2j)</p> <p>The CVE playground, covered area, and blacktop will be divided into cohort areas. Cohorts will not come into contact with each other and will remain in their areas. Students will access these areas on separate schedules. Each of the areas is large enough to maintain social distancing among each cohort.</p> <p>Signage to direct the flow of traffic, and modified playground rules will be posted. Each classroom cohort will have a set of playground equipment that will be disinfected after each use.</p> <p>Activities and organized games on the playground will be exclusive to cohorts. Examples of games that will be modified include kickball, HORSE, and relay races. Other games for recess will be researched and implemented by the CVE PE teacher.</p> <p>Outdoor equipment will be cleaned at least once daily. Playground equipment will be sanitized daily..</p> <p>Staff rooms, common staff lunch areas, and workspaces will be single person usage.</p>
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2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Include meal services/nutrition staff in planning for school reentry. <input type="checkbox"/> Prohibit self-service buffet-style meals. <input type="checkbox"/> Prohibit sharing of food and drinks among students and/or staff. <input type="checkbox"/> At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. <input type="checkbox"/> Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and shall be encouraged to do so after. <input type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items). <input type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. <input type="checkbox"/> Adequate cleaning and disinfection of tables between meal periods. <input type="checkbox"/> Since staff must remove their face coverings during eating and drinking, staff must eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.	<p>No meals will be served to staff or to students that are not individually packaged or wrapped. Students may take their masks off to eat while staying socially distanced, but then must put them right back on when finished.</p> <p>Breakfast:</p> <ul style="list-style-type: none"> Breakfast will be prepared by the kitchen staff and transported to the classrooms in designated tubs. Students will eat breakfast in their classroom with their grade level cohort maintaining 6 feet distance. All extra food and garbage will be removed immediately after students are done eating. <p>Lunch:</p> <ul style="list-style-type: none"> Lunch will be prepared by the Kitchen staff and transported to the classrooms in designated tubs. Students will eat breakfast in their classroom with their grade level cohort maintaining 6 feet distance. All extra food and garbage will be removed immediately after students are done eating. Grade level cohorts will go to recess together. <p>Staff cannot take their masks off around students when either of them are eating. Staff are able to use the cafeteria to eat based on the allowed capacity of the space. Staff are also encouraged to eat outside, eat in their cars, or to go home for lunch.</p>

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service. <input type="checkbox"/> Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of	<ul style="list-style-type: none"> Bus drivers are required to use facial shields. Facial shields will be provided for drivers. Shield must be in use when stopped but can be lifted while driving. When not using face shield, the driver should be wearing an alternative face covering. Each bus driver/staff will be

the bus (see section 2j of the **Ready Schools, Safe Learners** guidance).

- ☐ Staff must use hand sanitizer (containing between 60-95% alcohol) in between helping each child and when getting on and off the vehicle. Gloves are not recommended; hand sanitizer is strongly preferred. If hand sanitizer is not available, disposable gloves can be used and must be changed to a new pair before helping each child.
- ☐ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This must be done at the time of arrival and departure.
 - If a student displays COVID-19 symptoms, provide a face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student.
 - The symptomatic student shall be seated in the first row of the bus during transportation, and multiple windows must be opened to allow for fresh air circulation, if feasible.
 - The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must be cleaned and disinfected.
 - If arriving at school, notify staff to begin isolation measures.
 - If transporting for dismissal and the student displays an onset of symptoms, notify the school.
- ☐ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.
- ☐ Drivers must wear masks or face coverings while driving, unless the mask or face covering interferes with the driver's vision (e.g., fogging of eyeglasses). Drivers must wear face coverings when not actively driving and operating the bus, including while students are entering or exiting the vehicle. A face shield may be an acceptable alternative, as stated in Section 1h of the **Ready Schools, Safe Learners** guidance.
- ☐ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).
- ☐ Face coverings or face shields for all students in grades Kindergarten and up following [CDC guidelines](#) applying the guidance in section 1h of the **Ready Schools, Safe Learners** guidance to transportation settings.

required to: Visually screen students for illness, follow entry and screening procedures, and maintain logs for contact-tracing using procedures from 1a above.

- Each bus will have: the recommended three (3) feet of physical distance between passengers, the recommended six (6) feet of physical distance between the driver and passengers (except during boarding and in assisting those with mobility devices); reinforce this requirement by cordoning off seats as appropriate.
- Use visual cues (e.g., floor decals, colored tape or signs) to discourage students from standing and sitting within three (3) feet of other passengers, drivers and other transit employees on the bus.
- Clean and sanitize buses between cohort routes.
- Meet with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.
- All frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) will be cleaned between uses by different cohorts, but not less than once daily.
- Follow CDC guidelines for cleaning.
- Ventilation systems will be checked and maintained monthly by maintenance staff.

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms.	<ul style="list-style-type: none"> • All frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) will be cleaned between uses by different cohorts, but not less than once daily. Each cohort has its own set of equipment, which is sanitized daily. The play structure is sanitized daily. • Follow CDC guidelines for cleaning. • Ventilation systems will be checked and maintained monthly by maintenance staff.
<input type="checkbox"/> Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment should be cleaned and disinfected at least daily in accordance with CDC guidance . Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.	
<input type="checkbox"/> To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds.	

- ☐ Schools with HVAC systems must evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems shall, to the extent possible, increase natural ventilation by opening windows and interior doors before students arrive and after students leave, and while students are present. Do not prop open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed).
- ☐ Consider running ventilation systems continuously and changing the filters more frequently. Do not use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans must not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.
- ☐ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.
- ☐ Facilities must be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see [CDC's guidance on disinfecting public spaces](#)).
- ☐ Consider modification or enhancement of building ventilation where feasible (see [CDC's guidance on ventilation and filtration](#) and [American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance](#)).
- ☐ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected ([CDC guidance](#)) environments, including classrooms, cafeteria settings and restrooms.

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs.	The Coquille School District wide nurse will coordinate and maintain all prevention-oriented health services for all students. If needed, the predetermined isolation room (locker-room) will be used. This space has adequate space for the sick individual and a staff member to be six feet apart. Room includes masks, gown, gloves and other PPE to maintain safety
<input type="checkbox"/> Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: <ul style="list-style-type: none"> • Contact tracing • The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. • Quarantine of exposed staff or students • Isolation of infected staff or students 	Not Applicable for the Coquille School District.

<ul style="list-style-type: none"> • Communication and designation of where the “household” or “family unit” applies to your residents and staff <input type="checkbox"/> Review and take into consideration CDC guidance for shared or congregate housing: <ul style="list-style-type: none"> • Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible • Ensure at least 64 square feet of room space per resident • Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary; • Configure common spaces to maximize physical distancing; • Provide enhanced cleaning; • Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs. <p>Exception</p> <input type="checkbox"/> They have a current and complete RSSL Blueprint and are complying with Sections 1-3 of the Ready Schools, Safe Learners guidance and any other applicable sections, including Section 2L of the Ready Schools, Safe Learners guidance. <input type="checkbox"/> The school maintains a fully-closed residential campus (no non-essential visitors allowed), and normal day school operations are only offered remotely through distance learning. <input type="checkbox"/> There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days. <input type="checkbox"/> Less than 10% of staff, employees, or contractors (in total) are traveling to or from campus. Staff in this designation will: <ul style="list-style-type: none"> • Limit travel to essential functions. • Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19. <input type="checkbox"/> Any boarding students newly arriving to campus will either: <ul style="list-style-type: none"> • Complete a quarantine at home for 14 days (or current CDC recommended time period) prior to traveling to the school, OR • Quarantine on campus for 14 days (or current CDC recommended time period). <input type="checkbox"/> Student transportation off-campus is limited to medical care.	
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2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. <ul style="list-style-type: none"> • At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. • Fire drills must be conducted monthly. • Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. • Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year. <input type="checkbox"/> Drills can and should be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill must be carried out with the same alerts and same routes	<p>Emergency education and drills are conducted on a regular basis, and in accordance with ORS 336.071 and OAR 581-022-2225</p>

as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.

- ☐ When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.
- ☐ Drills shall not be practiced unless they can be practiced correctly.
- ☐ Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.
- ☐ If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year).
- ☐ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.

2n. SUPPORTING STUDENTS WHO ARE DYSREGULATED, ESCALATED, AND/OR EXHIBITING SELF-REGULATORY CHALLENGES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills. <input type="checkbox"/> Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. <input type="checkbox"/> Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year. <input type="checkbox"/> Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors. <input type="checkbox"/> Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. <input type="checkbox"/> Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues. <input type="checkbox"/> Plan for the impact of behavior mitigation strategies on public health and safety requirements: <ul style="list-style-type: none"> ● Student elopes from area <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> ● Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand... How can I help?") to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. ● Student engages in behavior that requires them to be isolated from peers and results in a room clear. <ul style="list-style-type: none"> ○ If students leave the classroom: <ul style="list-style-type: none"> ● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff 	<p>As a PBIS school, positive behavior reinforcements are in place. Counselors at CVE offer support to students.</p> <p>If a teacher recognizes a student is having challenges, they will submit the student to the Student Study Team. The team will meet to create a support plan for students to help them with staying calm, teaching them deescalation techniques, creating a safety plan, etc. Our staff has received training in trauma informed care as well.</p>

<ul style="list-style-type: none"> • Ensure physical distancing and separation occur, to the maximum extent possible. • Use the least restrictive interventions possible to maintain physical safety for the student and staff. • Wash hands after a close interaction. • Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior). ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> • Maintain student dignity throughout and following the incident. • Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention. • Use the least restrictive interventions possible to maintain physical safety for the student and staff • Wash hands after a close interaction. • Note the interaction on the appropriate contact log. <p>*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</p> <p><input type="checkbox"/> Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.</p>	
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2o. PROTECTIVE PHYSICAL INTERVENTION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Reusable Personal Protective Equipment (PPE) must be cleaned and disinfected following the manufacturer’s recommendation, after every episode of physical intervention (see section 2j. Cleaning, Disinfection, and Ventilation in the Ready Schools, Safe Learners guidance). Single-use disposable PPE must not be re-used.	Students and staff will be encouraged to keep their masks clean. The school will offer a replacement mask if needed.



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Review the “ Planning for COVID-19 Scenarios in Schools ” toolkit. <input type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	Follow our Communicable Disease Plan (attached)

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Review and utilize the “ Planning for COVID-19 Scenarios in Schools ” toolkit. <input type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning. <input type="checkbox"/> Continue to provide meals for students.	Field trips and other school-wide events that involve large gatherings are cancelled until state guidance is changed to permit them. Virtual assemblies and other events will be scheduled and conducted through Google Meet.

Activate Comprehensive Distance Learning if school closes.

Follow state and LPHA guidelines for resuming on-site instruction. Criteria will be posted on CVE website, and sent to parents via mail and phone.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"><input type="checkbox"/> Review and utilize the "Planning for COVID-19 Scenarios in Schools" toolkit.<input type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds.<input type="checkbox"/> When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.	<p>The instructional model for CDL will support all learners. The model for on-site learning contains the heavy use of electronic programs/systems (on-line curricula components, Google Classroom, etc.), so that a smooth transition can be made to CDL if necessary, and to maintain consistency between students on and off site.</p> <ul style="list-style-type: none">• All frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) will be cleaned between uses by different cohorts, but not less than once daily.• Follow CDC guidelines for cleaning.• Ventilation systems will be checked and maintained monthly by maintenance staff. <p>Plans to return to on-site instruction will be communicated to families in writing, phone calls, and available on the CVE website.</p> <p>All plans to reopen on-site instruction will be coordinated with the LPHA.</p>



ASSURANCES

This section must be completed by any public school that is providing instruction through On-Site or Hybrid Instructional Models.

Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section unless the school is implementing the Limited In-Person Instruction provision under the Comprehensive Distance Learning guidance.

This section does not apply to private schools.

- ☐ We affirm that, in addition to meeting the requirements as outlined above, our school plan has met the collective requirements from ODE/OHA guidance related to the 2020-21 school year, including but not limited to requirements from:
 - Sections 4, 5, 6, 7, and 8 of the [Ready Schools, Safe Learners](#) guidance,
 - The [Comprehensive Distance Learning](#) guidance,
 - The [Ensuring Equity and Access: Aligning Federal and State Requirements](#) guidance, and
 - [Planning for COVID-19 Scenarios in Schools](#)
- ☐ We affirm that we cannot meet all of the collective requirements from ODE/OHA guidance related to the 2020-21 school year from:
 - Sections 4, 5, 6, 7, and 8 of the [Ready Schools, Safe Learners](#) guidance,
 - The [Comprehensive Distance Learning](#) guidance,
 - The [Ensuring Equity and Access: Aligning Federal and State Requirements](#) guidance, and

- [Planning for COVID-19 Scenarios in Schools](#)

We will continue to work towards meeting them and have noted and addressed which requirement(s) we are unable to meet in the table titled “Assurance Compliance and Timeline” below.



4. Equity



5. Instruction



6. Family, Community, Engagement



7. Mental, Social, and Emotional Health



8. Staffing and Personnel

Assurance Compliance and Timeline

If a district/school cannot meet the requirements from the sections above, provide a plan and timeline to meet the requirement.

List Requirement(s) Not Met	Provide a Plan and Timeline to Meet Requirements <i>Include how/why the school is currently unable to meet them</i>